

Suggested activities for teachers to undertake using the human trafficking video: sheet 3

Cognitive The knowledge and thinking skills necessary to better understand the world and its complexities	Socio-emotional The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Behavioural Conduct, performance, practical application and engagement	Teacher <i>Consider which activities you might undertake using the human trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Indicators of Human Trafficking</p> <p>Time: 40 minutes</p> <p>Topic: Indicators of human trafficking</p> <p>Grade level: Upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The Indicators of Human Trafficking factsheet • UNODC Human Trafficking Indicators • UNODC publication Anti-human trafficking manual 	<p>Boy and Girl: The Gendered Dimensions of Human Trafficking</p> <p>Time: 30-40 minutes</p> <p>Topic: Gender inequality</p> <p>Grade level: Upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The human trafficking video • UNODC publication Global report on trafficking in persons (2018) 	<p>World Day Against Trafficking in Persons Campaign (30 July)</p> <p>Time: 40-50 minutes</p> <p>Topic: Awareness and advocacy campaign</p> <p>Grade level: Secondary (13-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Access to UNODC World Day Against Trafficking in Persons website <p>Learning outcome: students should be able to:</p>	

<p><u>for criminal justice practitioners</u></p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> Identify risk factors that make them vulnerable to human traffickers <p>Description:</p> <ul style="list-style-type: none"> After viewing and discussing the video, explain to the students that people who have been trafficked may indicate certain characteristics depending upon the situation. For example, the boy in the video was trafficked for the purpose of forced labour, which typically takes place in sectors such as agriculture, construction, entertainment, the service industry and manufacturing. Another characteristic of forced labour is that the 	<ul style="list-style-type: none"> UNODC publication <u>Global report on trafficking in persons (2016)</u> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> Compare and contrast the experience of females and males as victims of human trafficking <p>Description:</p> <ul style="list-style-type: none"> After viewing the video, ask the students to imagine that a girl instead of a boy is approached by a trafficker. The trafficker presents a flyer to a girl that depicts a woman as the captain of a team, a football and stadium lights in the background. The girl is transported to another location, indebted to the trafficker and trapped. How might this situation be different for a girl? 	<ul style="list-style-type: none"> Develop an advocacy campaign <p>Description:</p> <ul style="list-style-type: none"> 30 July is the world day against trafficking in persons. The purpose is to promote awareness of and action towards the elimination of human trafficking. After viewing the video, ask the students to participate in World Day Against Trafficking in Persons by developing advocacy and awareness-raising materials about human trafficking. Resources such as brochures and campaign materials can be downloaded from the World Day Against Trafficking in Persons website. 	
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<p>victims do not get paid wages for their work.</p> <ul style="list-style-type: none"> • It is important to emphasize to the students that indicators may not be present in all situations that involve human trafficking and that their presence or absence neither proves nor disproves evidence of trafficking in persons. • Ask the students to create a list of characteristics that were present for the boy in the video. For example, the boy was dressed in rags and was forced to work. • Place the students in groups and ask them to create a list of possible indicators of human trafficking. The groups share should their lists with the class. • To conclude, share the indicators of human trafficking factsheet with the students and discuss. As 	<ul style="list-style-type: none"> • Ask the students to discuss this question in groups and present their findings to the class. • Ask students to share any disagreements that may have emerged during the discussion. <p>Key message:</p> <ul style="list-style-type: none"> • Trafficking for the purpose of sexual exploitation is reported more often when it involves girls. Boys that are victims of trafficking tend to be identified more often as victims of forced labour. <p>Extension: Ask the students to change the scenario in the video so that the girl agrees to become a smuggled migrant. Compare and contrast the various outcomes.</p>		
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<p>an extension activity, the class can identify indicators that are human rights violations.</p> <p>Key messages:</p> <ul style="list-style-type: none"> • Victims of human trafficking can be found in a variety of situations • The students can play a role in identifying such victims • Human trafficking indicators may not be present in all human trafficking situations • People who have been trafficked for forced labour are typically made to work in sectors such as agriculture, construction, entertainment, the service industry and manufacturing (sweatshops) 			
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